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ABSTRACT

Five lesson plans, designed for integrated English-as-a-Second-Language (ESL) and content instruction at the kindergarten level, are presented. All have the general topic of animal life; the specific lesson topics include: animal characteristics and habitats; drawings of habitats; oral language, questions, and categories; caterpillar metamorphosis; and animal identification and classification. Each lesson plan specifies objectives in each skill area (speaking/listening, reading/writing, content, thinking/study skills), lists key vocabulary, instructional materials, and motivational activities, outlines presentation procedures, and offers suggestions for classroom applications, review, student evaluation, and extension activities. Forms are given for activities that require them. An activity schedule for reading, language arts, math, art, oral language, and motor skill activities for one week is also included. (MSE)

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Integrated Instruction Lesson Plans
Kindergarten Level
ESL Course
Summer 1995
by
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Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Motivation Whole Group Animal Picture Cards Animal books Web of Classification	Little Beaver and the Echo Web of 4 animals by fur, feather, shell, skin where they live water, air, land	Box Turtle At Long Pond Animal Habitats sort pictures	The Very Hungry Caterpillar puppet show	The Mix-up Chamelon Video Food Web Plants Meats
Lang Arts groups Math/Art	1/2 the class with teacher Sort by air, water, land small groups independant Draw animals in their habitat Sort animals, same, number of legs, similar, count	1/2 the class with teacher Sort by air, water, land small groups independant Draw animals in their habitat Sort animals, same, number of legs, similar, count	Whole class Use art projects of habitats Dicate, label, copy sentence The bird flies in the air. Sort by enviroments, children present their habitats read sentence	1/2 the class large group with teacher Label the foods the caterpillar ate, match word cards to pictures, shared writting of labels small groups 1/2 the class Math / science: sequence cards retelling story by 1,2,3.. Art - draw own sequence pictures of story	
Oral Lang.	3 small groups describe an animal,shape, color, sound, covering, distinctive features, habitat,compare to each others aminals	3 small groups play guessing game using animals, one child describes his animal others try to guess what he has	3 small groups Guesing game by questions. Children ask questions such as What does it have for a tail, or ears, mouth, legs. another child answers and they try to quess what the animal is.	3 small groups Put an animal on a box, in a box, under a box, according to directions. child tells where his aminal is using whole sentence.	3 small groups Make mix-up animals using stencils they create a name for the animal like foxever, for a fox beaver combination describe, and name animal for the group
Motor	Whole group Old MacDonald Act out animals use cube to choose which animal to sing about	Whole group Animal Walks use objects or pictures to identify animals	Whole group Elephant song, Rumble, Rumble, Rumble, hear the Jungle rumble.sing, Act out	Whole group Create strange animal movements by combining different animal type bodies, Use the computer program in Playroom for motivation and ideas	Whole group Assessment and game Circles to sort by water, land, air or Plant, meat eaters or 2 or 4 legs, or fur, fins, or feathers

Lesson Plan Format: Integrated Instruction

Theme: Animals

Lesson topic: Characteristics and Habitats of Animals

Objectives

Language Skills

Speaking/Listening: Naming and describing animals. Following directions.Listening while others are speaking.

Reading/Writing: Seeing labels being attached to animals. In the extension activity copying own dictated caption for own picture.

Content Skills: Identifying animals and animal characteristics. Begin to recognize that how an animal is made helps determine where it lives.

Thinking/Study Skills: Classify animals. Compare and contrast characteristics of animals. Infer habitat based on characteristics.

Key Vocabulary: Animal names; Question words-what, how, how many, where, why Habitat- land, water, air; skin , scales, fur, feathers Movement - swim, fly, walk, etc.; meat, plants; number words- zero, two, four, more than four

Literature:

Materials: Picture cards- large and small copies; snakeskin, feathers, fur; crayons and paper; student generated items

Motivation: Shortly before introducing this topic ask the students to bring to class any (non-living) items they might have relating to animals. Set up a display table. To begin the lesson have picture cards of many different animals for the students to examine.

Presentation: After the students have had time to look at the pictures make a web naming the animals. Tape a small picture of each animal next to its' name. Expand the web by asking questions about some of the animals. (Which animals have feathers? - How many legs does a bear have ? Etc.)

Practice/Application: Working in small groups the children sort small piles of animal pictures any way they want. Talk about why they grouped them the way they did. Can they sort the cards another way? Sort now using teacher direction - How does an animal move (swim, fly, walk etc.) - Where might you see them (water, land, air)- What an animal might eat (plants, meat, don't know) How many legs does it have (0, 2, 4, more than 4)

Review/evaluation: Students use paper and crayons to draw a picture of an animal and where it lives. Orally share the pictures with a friend.

Extension: See activity chart - WEEKLY SCHEDULE

Lesson Plan Format: Integrated Instruction

Theme: Animals

Lesson topic: Art Habitat drawings

Objectives

Language Skills

Speaking/Listening: following directions,

Reading/Writing: copying words, matching words writing letters

Content Skills: Animal names, habitats, motion, initial letter sound, shared writing,

Thinking/Study Skills: sorting, categorization,

Key Vocabulary: motion, habitats, walk, swim, fly, land, water, air, animal names

Literature: Old MacDonald had a Farm, Little Beaver and the Echo

Materials: toy bear, duck, and fish, green paper, white paper, brown paper, animal stencils, crayons, pencils, scissors, glue

Motivation: Place stuffed animals in the proper habitat, have a child get one and tell you what kind of a place it lives in.

Presentation: This is started one day and finished in 3 days by the group. Start with the animals already in the room on the proper color paper, brown for land, green for pond, white for sky. Explain to them what each paper stands for. Have a child get an animal and tell what he knows about the animal and why it would be in that place. Do the same with all of them. Have someone put an animal back and tell why they put it in a certain place. Divide the class up into their small groups and have one set do the art activity and one set do the math activity for 15 minutes and then they switch. Explain all activities to the whole group before they divide up and go to their place to work. Art activity, have each child pick an animal stencil and draw it on the appropriate colored paper and draw in other details for their habitat.
On Wednesday the completed projects are used for discussion and dictation of a topic sentence. They need to sort according to similarity in habitat. As a group, make a list of those animals that live in each habitat, work together on shared writing on the chalkboard and drawing pictures. At the end they get into groups and read their sentences about where their animal lives.

Practice/Application: From working together in a group in discussing where animals live the children then use that knowledge to create a picture with an animal in the appropriate habitat and can repeat their sentence.

Review/evaluation: Check what they made and where it lives

Extension: Children make more at free time for a book. Read class book.

Lesson Plan Format: Integrated Instruction

Theme: Animals

Lesson topic: Oral language, Questions and Categories

Objectives

Language Skills

Speaking/Listening: Asking questions, answering question using a complete sentence, Using adjectives for descriptions in sentences.

Content Skills: Vocabulary building of animal categories, habitats, motion,

Thinking/Study Skills: grouping ideas by categories

Key Vocabulary: What, Where, land, air, water, motion, swim, fly, walk, fur, fins, feather, big, small, animal sounds

Literature: review Old MacDonald

Materials: toy animals, boxes for each child

Motivation: Can you guess what is in my box?

Presentation: With the whole group play Can you guess what is in my box? Have an animal in a box have the children ask questions to get information from the teacher as to what she has in her box. They need to ask questions about what it does, what sounds it makes, what size it is, where it lives.When they think they know they ask, "Is it a ---------?" After they understand the game they break into small groups of 7 each and work with an adult who monitors the questions that the children ask and answer of each other. They must try to use complete sentences, which are modeled for them when they need to be, by the adult in the group.

Practice/Application: This activity is a review of the classifcation skill they have been working on using them in a game situation.

Review/evaluation: Check to see if they use proper question and complete sentences, as well as correct knowledge of animal behavior, and habitats.

Extension: Children act out the animal they have for others to guess.

Animal Language Assessment chart

Name	Questions	Sentences	adjectives	habitats	motions	comments

Lesson Plan Format: Integrated Instruction

THEME: Animals

LESSON TOPIC: Caterpillars eat food and change into butterflies

OBJECTIVES

Language Skills

Speaking: Re-telling story

Listening: Listen to a story
Following directions
Listening while others are speaking

Reading: Story Comprehension

Content Skills

Sci: Identifies that caterpillars eat and change into butterflies.

Math: counting 1-5 , days of week

Reading: Re-telling a story

Thinking Skills

learning to sequence

use a counting strategy to help sequence story

infer - not all food is good for an animal

animals might have a preferred food

Key Vocabulary: Caterpillar, days of the week, numbers 1-5 food names, cocoon, butterfly , first, next , last

Literature - The Very Hungry Caterpillar by Eric Carle

Materials

Book- Very Hungry Caterpillar

Puppet and props

sets of sequence cards relating to book

crayons and paper

Motivation: a real butterfly and caterpillar to look at or pictures of caterpillars and butterflies

Presentation: Recite the days of the week

Count 1-5

Match 1 with 1 apple

2 with 2 pears

3 with 3 plums

Present the Very Hungry Caterpillar with a puppet. As you read construct a story map with pictures to show what is happening.

After reading use the story map to point out what happened first, what happened next, what happened last.

Practice and Application

Divide into pairs of students. Give each pair a set of sequence cards

Working together they put the cards in order. Taking turns they retell the story to their partner.

Review and Evaluation

Did they get the cards in order?

Can they retell the story to their partner?

Extension

Using paper folded into thirds draw own pictures of what happened first, next, last.

Lesson Plan Format: Integrated Instruction

Theme: Animals

Lesson topic: Animal Mix-up

Objectives:

Language Skills

Speaking/Listening: Following directions, naming categories

Content Skills: Animal categories, counting, naming animals, how they move, habitats, food preferences, skin coverings

Thinking/Study Skills: sorting, categorizing

Key Vocabulary: motion, land, air, water habitats, plant, meat, fur, feathers, shells, skin,

Literature: review; Little Beaver and The Echo Box Turtle at Long Pond

Materials: hoola hoops, animal picture cards, assessment chart

Motivation: Sort children and have them figure out what categories were used

Presentation:

Place circles on the floor, give each child a picture of an animal, first time sort the children by a category such as all the same colors, see if they can figure out what you were sorting them by. Ask them what is the same about everyone in that group.

Sort them by plant and meat eaters. Ask how they are the same.

Sort by motion fly, swim, and walk. Ask how they are the same.

Sort them by habitat, land, water, air, ask them how they are the same.

Then label the circles have the children exchange their pictures with others and let them sort themselves by themotion categories. Ask them individually why they are in a group. Use the checklist to mark off if they made an appropriate choice with a good explanation.

Finial assessment : Give one child a card and tell him to stand in the correct spot using two sets of circles for plant and meat groups or three sets for habitats. Allow them to pick the group they want to describe, either where it lives or what it eats. Use check list to mark off their choices.

Practice/Application: This is the final lesson in animals and categories so it is used as a review.

Review/evaluation: It can also be used as an evaluation of the weeks work.

Extension: Children can play independently, having someone guess what they are, by where they are standing.

Animal Assessment chart

Names example	colors wht,blk,green	skin fur,fin,feather	legs 2, 4	foods plant ,meat	motion wlk.swim,fly	habitit land, water, air	animals birds, ,bears ,bugs	comments independent, group